



IS THE TEACHERS TRAINING WILL IMPROVE THE SKILL AMONG STUDENTS: FACT OR TACT?

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ABSTRACT

This study was conducted in few school teachers in Chennai City. The Chennai is the metro city, the mixed language group of teachers and students population is very high due to large software industry and manufacturing companies. The students are highly talented due to different type of exposures they got. Based on that the teachers also need to cherish and enrich their tact (skill) and knowledge according to the students competitive talents. Nowadays the majority of the school teachers are female. The teachers are not able to spend more time to equip their knowledge due to school working hours and simultaneously house hold activities Hence the training programme only the best platform to teachers to relax and polish their tact in a better way. Since this study focused on the training for teachers in-charge of Computer Science Programmes. The research method is survey method covers only 42 teachers in Chennai City. The ANOVA and t-test, group statistics were used to analyse and find the variation and difference between the independent and dependent variables. The overall results showed that the effectiveness of training programme is very good. In future, follow up is needed after the training programme.

I. Background of the Study

The right training in the right time gives teachers should increase their skills and knowledge to proceed out their teaching to the best of their knowledge and ability, increasing capacity and subject knowledge and quality of the skill. This will reflect their performance and staff retention and keep the good teachers for the welfare of the future stars.

II. Review of Related Literature

Monika M, Aswini P.M, Parthasarathy K, (2016), conducted a study on effectiveness of in service training on ISO 18001 Certification among industrial employees in Tamil Nadu, India. They found that the overall ISO 18001 Certification practices among the employees are satisfactory. This is an appreciable factor in private sector. It is satisfactory and good to hear that employees were properly motivated and trained on ISO Certification.

Angeli and Valanides, (2005), conducted a study to involve Instructional System Design (ISD) method focused on expanded concept of Pedagogical Content Knowledge (PCK). This study was conducted among preservice elementary teachers in Cyprus who participated in an Instructional Technology Course. The study was designed in 3 phases, totally 312 preservice teachers participated in this study. Finally the study suggested is more competent to teach with ICT with more knowledge about different tools in the specific concepts.

Parthasarathy K. et al (2016), in their case study viewed that, the teachers in-charge of computer science says that the training was very helpful to their corresponding institutions to educate their children studying in their schools. 354 respondents from 6 districts of Tamil Nadu were participated in this training. Most of them are very young. The younger minds always capture the new ideas and innovations in the field of computer science.

III. Statement of the Problem

The present day generations of the students needs more exposure towards all the fields especially computer field in the competitive world. The usage of computers is widely spread in all the area and all departments. But teaching computer literacy in the downside for the students is very difficult for the teaching community. For that, the teachers need to update very well through training programmes. So this type of study and training programme is very important for the present scenario. This study deals the computer practical training programme for school teachers who are involved in the computer science programme of IECD, Bharathidasan University, Tiruchirappalli, TamilNadu.

IV. Need and Importance of the Study

Academicians are pushing higher computer literacy prerequisites since student output does not necessarily translate for understanding. Computer literacy is a vital component for victory at a higher educational institution since the student interacts with the school, the faculty and the community by using the computer. Teachers and students should have computer knowledge in keyboard, mouse for searching material and online solutions for cashless payment and pay tm. After completing the twelfth some of the students need to work somewhere. Hence,

learning web design, 2D animation is also very helpful for students future. Here, the teachers should update their knowledge accordingly.

The unprepared and unexpected students are entering college with various barriers such as lack of fundamental skills, language, computer skills and financial issues. Nowadays the teachers having the responsibility to make the students skill based and knowledge based. Meanwhile this type of attempt (giving training to teachers) is very essential and this study plays an important role to improve the student's society.

V. Objectives of the Study

- To predict the variation between educational qualification and meeting the objectives of the training programme among the respondents in the study area.
- To examine the variation between the experience and relevance with present day context of the training programme among the respondents in the study area.
- To find out the variation between religion and clear objectives of the training programme among the respondents in the study area.
- To analyse the difference between family type and various component of assessment of training programme among the respondents in the study area.
- To validate the family type data by using group statistics with the value of mean score and standard deviation.

VI. Hypotheses of the Study

- There will be a significant variation between educational qualification and met the objectives of the training programme among the respondents.
- There will be a significant variation between experience and relevance with present day context of the training programme among the respondents.
- There will be a significant variation between religion and clear objectives of the training programme among the respondents.
- There will be a significant difference between family type and various components of assessment of training programme among the respondents in the study area.

VII. Study Area

The training programme to school teachers of computer science was conducted by IECD, Bharathidasan University in Chennai, Tirunelveli, Coimbatore, Madurai, Thanjavur and Tiruchirappalli in Tamil Nadu, India during 2016-2017 academic year. For the present study, Chennai was selected and the total respondents are 42.

VIII. Research Methodology

This research methodology section aimed to methods used to collect and analyse the data for this research. For evaluating the effectiveness of training programme among in-charge of computer science the researchers used questionnaire to collect primary data. Purposive sampling method has been used in this survey. Because the research conducted all of the teachers In-charge of the computer science programme only. SPSS package was used for analyzing the data.

IX. Role of the School System

The aim of school education is to impart younger generation who can wealth in a global trend and apt to the advanced modern technical world. The purpose of education is to realize through the input of teachers and principals. The main endeavor of the system is to impart the culture of orderly improvement among schools that gives teachers and principals with opportunities to take part in depth quality of professional knowledge.

The main aim of the today's education system is not teaching particular concept to students otherwise to enhance the capacity to create ideas by their own by the students. The main victory of the teachers is to making the students ideas viable to the practical concepts.

X. Analysis and Interpretation Profile of the Respondents

Table - 1 General Profile of the Respondents

Demographic Variables	Category	Frequency	Percentage
Age	20 – 25 Years	20	47.6
	26 – 30 Years	13	31.0
	31-40 Years	7	16.7
	41 and above	2	4.8
	Total	42	100.0
Sex	Male	7	16.7
	Female	35	83.3
	Total	42	100.0
Educational Qualification	UG	18	42.9
	PG	21	50.0
	Above PG	3	7.1
	Total	42	100.0
Religion	Hindu	30	71.4
	Christian	10	23.8
	Muslim	2	4.8
	Total	42	100.0
Marital Status	Married	20	47.6
	Unmarried	21	50.0
	Widow	1	2.4
	Total	42	100.0
Family Type	Nuclear	23	54.8
	Joint	19	45.2
	Total	42	100.0
Monthly Income	Below 5000	1	2.4
	5001-7500	12	28.6
	7501- 10,000	18	42.9
	10,001 and above	11	26.2
	Total	42	100.0
Experience	No Experience	13	31.0
	1-4 Years	18	42.9
	5 Years and Above	11	26.2
	Total	42	100.0

The table - 1 reveals that the general profile of the respondents in the study area. Majority (47.6%) of the respondents belongs to the age group of 20-25 years. 83.3 % of the respondents are female. Fifty percent of the respondents finished their post graduation in the similar field. Only 7.1 percent of them are qualified M.Phil. Thirty percent of the respondents belong to Hindu religion. Half of the respondents (50%) are unmarried. 54.8% respondents having nuclear family system. 42.9 % of the respondents earned Rs. 7501 – 10,000 /- as monthly income. Only 26.2 % earn 10,001 and above. 42.9 % of them having 1-4 years of experience. 31.0% are fresher's.

Testing of Hypotheses

The hypotheses for this study are all null-hypotheses and this will follow along with the relevant tests and interpretations. This task of the researchers is to accept or reject the null-hypotheses after the relevant tests.

Hypothesis -1

There will be a significant variation between educational qualification and met the objectives of the training programme among the respondents.

Table No -2 ANOVA showing the variance among Educational Qualification and the Meeting the Objectives of the Programme among the Respondents

Variable	Sum of Squares	df	Mean Square	F	Sig.
Met the objectives of the Programme	Between Groups	1.676	2	.838	3.280
	Within Groups	9.967	39	.256	
	Total	11.643	41		0.048

Findings

Table No.2 showed that the F-value is .05 level, the null hypothesis is accepted at the .05 level of significance. There is a significant variation between educational qualification and the met the objectives of the programme at .05 level (0.048). This shows that few of the respondents having higher qualification i.e P.G and M.Phil level teachers understood the objectives in the students point of view.

Hypothesis -2

There will be a significant variation between experience and relevance with present day context of the training programme among the respondents.

Table -3 ANOVA showing the variance among Experience and the Relevance with Present Day Context among the Respondents

Variable	Sum of Squares	df	Mean Square	F	Sig.
Relevance with present day context	Between Groups	2.305	1	2.305	6.134
	Within Groups	15.029	40	.376	
	Total	17.333	41		0.018

Findings:

Table No.3 showed that the F-value is .05 level, the null hypothesis is accepted at the .05 level of significance. There is a significant variation between the experience and relevance with present day context at .05 level (0.018). This shows not only the experience is very important. At the same time updating knowledge is very important.

Hypothesis -3

There will be a significant variation between religion and clear objectives of the training programme among the respondents.

Table-4 ANOVA showing variance among Religion and the Clear Objectives of the Training Programme among the Respondents

Variable	Sum of Squares	df	Mean Square	F	Sig.
Clear Objectives	Between Groups	1.633	2	.817	3.592
	Within Groups	8.867	39	.227	
	Total	10.500	41		.037

Findings:

Table No.4 showed that the F-value is .05 level, the null hypothesis is accepted at the .05 level of significance. There is a significant variation between the religion and the clear objectives of the training programme among the respondents at .05 level (.037). This shows that the religion is not influencing factor for clear objectives of the training programme among the respondents in the study area.

Table -5 Group Statistics for Family Type and Assessment of Training Programme

Test -1 Characteristics of Assessment of Training programme mean score between nuclear and joint family in the teachers training programme was examined by independent sample t-test.

Variables	N	Total	Mean	Std. Deviation
Clear Objectives	Nuclear	23	42	4.39
	Joint	19		4.63
Encouraged Participation	Nuclear	23	42	4.57
	Joint	19		4.53
Relevance with present day context	Nuclear	23	42	4.30
	Joint	19		4.37
Well Organized Content	Nuclear	23	42	4.35
	Joint	19		4.53

Usefulness of Materials	Nuclear	23	42	5.00	.000
	Joint	19		4.89	.315
Usefulness of Technical experience	Nuclear	23	42	4.78	.422
	Joint	19		4.79	.419
Knowledgeable Trainers	Nuclear	23	42	4.48	.665
	Joint	19		4.74	.562
Delivered concept of Training	Nuclear	23	42	4.35	.573
	Joint	19		4.63	.597
Meeting the Objectives	Nuclear	23	42	4.39	.499
	Joint	19		4.32	.582
Sufficient Schedule	Nuclear	23	42	4.22	.850
	Joint	19		4.37	.496
Convenient infrastructure	Nuclear	23	42	4.61	.583
	Joint	19		4.74	.562
Usefulness of Training	Nuclear	23	42	4.87	.344
	Joint	19		4.89	.315

Results:

- Group statistics table-4 shows a lower mean score of nuclear family ($M=4.39=.499$) when compared to the mean score of the joint family ($M=4.63=.496$) towards clear objectives of the teachers training programme.
- Lower mean score of joint family ($M=4.53=.612$) when compared to the mean score of nuclear family ($M=4.57=.507$) towards encouraged participation of the teacher training programme.
- Lower the mean score of nuclear family ($M=4.30=.559$) when compared to the mean score of the joint family ($M=4.37=.761$) towards relevance with present day context of the teacher training programme.
- Lower the mean score of nuclear family ($M=4.37=.647$) when compared to

the mean score of the joint family ($M=4.53=.612$) towards well organized content of the teacher training programme.

- Lower the mean score of joint family ($M=4.89=.315$) when compared to the mean score of the nuclear family ($M=5.00=.000$) towards usefulness of materials of the teacher training programme
- Lower the mean score of nuclear family ($M=4.78=.422$) when compared to the mean score of the joint family ($M=4.79=.419$) towards usefulness of technical experience of the teacher training programme.
- Lower the mean score of nuclear family ($M=4.48=.665$) when compared to the mean score of the joint family ($M=4.74=.562$) towards knowledgeable trainers of the teacher training programme.
- Lower the mean score of nuclear family ($M=4.35=.573$) when compared to the mean score of the joint family ($M=4.63=.597$) towards delivered concept of training of the teacher training programme.
- Lower the mean score of joint family ($M=4.32=.582$) when compared to the nuclear family ($M=4.39=.499$) towards met the objectives of the teacher training programme.
- Lower the means score of nuclear family ($M=4.22=.850$) when compared to the joint family ($M=4.37=.496$) towards sufficient schedule of the teacher training programme.
- Lower the mean score of nuclear family ($M=4.61=.562$) when compared to the joint family ($M=4.74=.562$) towards convenient infrastructure of the teacher training programme.
- Lower the mean score of nuclear family ($M=4.87=.344$) when compared to the joint family ($M=4.89=.315$) towards usefulness of training of the teacher training programme.

Hypothesis-4

There will be a significant difference between family type and various components of assessment of training programme among the respondents in the study area.

Table – 6 Independent Sample T-test for Family Type

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Clear Objectives	Equal variances assumed	.089	.767	-1.558	40	.127
	Equal variances not assumed			-1.559	38.615	.127
Encouraged Participation	Equal variances assumed	1.210	.278	.225	40	.823
	Equal variances not assumed			.221	34.995	.826
Relevance with present day context	Equal variances assumed	1.068	.308	-.314	40	.755
	Equal variances not assumed			-.305	32.357	.762
Well Organized Content	Equal variances assumed	.051	.823	-.912	40	.367
	Equal variances not assumed			-.917	39.233	.365
Usefulness of Materials	Equal variances assumed	13.240	.001	1.605	40	.116
	Equal variances not assumed			1.455	18.000	.163
Usefulness of Technical experience	Equal variances assumed	.011	.917	-.053	40	.958
	Equal variances not assumed			-.053	38.615	.958
Knowledgeable Trainers	Equal variances assumed	3.052	.088	-1.343	40	.187
	Equal variances not assumed			-1.365	39.971	.180
Delivered concept of Training	Equal variances assumed	.006	.940	-1.567	40	.125
	Equal variances not assumed			-1.561	37.860	.127
Met the Objectives	Equal variances assumed	.209	.650	.453	40	.653
	Equal variances not assumed			.446	35.708	.658
Sufficient Schedule	Equal variances assumed	3.461	.070	-.683	40	.498
	Equal variances not assumed			-.717	36.306	.478
Convenient infrastructure	Equal variances assumed	.963	.332	-.721	40	.475
	Equal variances not assumed			-.723	39.008	.474
Usefulness of Training	Equal variances assumed	.243	.625	-.245	40	.808
	Equal variances not assumed			-.247	39.539	.806

Table No.6 showed that the t-value is greater than 0.05 level, the null hypothesis is rejected and it concluded that there is no significant difference between the family type and assessment of training programme among the respondents in the study area. The family type is not influencing the assessment of the training programme at any stage. Lower mean score value in nuclear family is clear objectives, relevance with present day context, well organized content, usefulness of technical experience, knowledgeable trainers, delivered concept of training, sufficient schedule, convenient infrastructure and usefulness of training and other components like encouraged participation, usefulness of materials, met the objectives are high score of mean value. In the t-test there is no difference between the family type and assessment of training programme among the respondents in the study area.

XI. Overall Findings, Discussion and Conclusion

There is a significant variation between educational qualification and meeting the objectives of the training programme at .05 level. There is a significant variation between the experience and relevance with present day context at .05 level. There is a significant variation between the religion and the clear objectives of the training programme among the respondents at .05 level. There are no significant difference between family type and various components of assessment of training programme among the respondents in the study area. This training programme is very useful to the present day computer science teachers to teach computer basics, office automation, programming techniques, C and C++ additionally 3D animation, web design and graphic design to the students studying in the classes 5-9th in the study area for developing their skill set in the field of computer science.

In future the duration of the training programme may increase for giving more practical knowledge to the teachers. Give the training to improve HOT values (High Order Thinking) among the school childrens through training for school teachers. To motivate the teachers to set induction to their students about computer science programme before starting the particular chapter. In future the pre phase, post phase training and ongoing programme training will be helpful for the teachers to clarify their doubts immediately and also updated their students accordingly. The training programme is always for the teachers to increase their abilities and enhance their knowledge in a better level. Through this training the students also getting trained very well with computation skills in the early stage.

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